

A
RATIONAL PRIMER.

BY
THE AUTHORS
OF
PRACTICAL EDUCATION.

*Favete linguis—
Virginibus Puerisque canto.*

PRINTED FOR J. JOHNSON, ST. PAUL'S CHURCH-YARD,
LONDON,
BY MESSRS. BIGGS AND COTTLE, ST. AUGUSTINE'S-BACK,
BRISTOL.

1799.

Y 55-1518

U. S. NATIONAL ARCHIVES

280704-547

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AS the Author was obliged to leave BRISTOL before the following sheets were printed, some errata have occurred which it was impossible for the Printer to correct. The whole was with much difficulty executed with common types; as it was thought prudent to defer casting types of a new form, till the sentiments of the public should be known with respect to the plan in general. Teachers are requested to consider the instructions, page 25, not as positive precepts, but as an account of a method which the Author has found successful. Every sensible master

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will adapt means to the circumstances before him—for instance, it is not necessary that children should read all the syllables from page 8 to page 36, a few in each page will suffice; but some, however, of what, from page 28 to page 36 are called (perhaps improperly) double and treble consonants, must be made familiar to the pupil.

All the words that are contained in the little story at the end of the book, are previously to be met with in the preceding pages. Early lessons for children, marked according to the following alphabet, will be published, if this method seems to be approved of. In the mean time, whoever has the patience to read the RATIONAL PRIMER, will find it a very easy task to mark Mrs. Barbauld's excellent lessons with a pen. When two or three of those little volumes have been read twice or thrice with marks, they should then

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be read without marks, and the tutor will find the passage from one mode to the other sufficiently easy to the pupil. After a little time, the constant obliteration of the final e, may be pointed out to the child, and the mark of obliteration may be then omitted.

Since this Book was printed, Mrs. Teachwell's Spelling-Book has fallen into the Author's hands. Had he seen it sooner, he would have availed himself of the excellent arrangement which she has followed;—indeed the whole book shews accurate knowledge of the subject, and the preface contains good sense, conveyed in good writing.---- If this Primer should fall into the hands of Mrs. Teachwell, the Author would esteem it as a great favour if she, or any of her intelligent friends, would try his method, and acquaint him with the result of her experience.

ERRATA.

Page Line

INTRODUCTION.

- 30—10 for page 4, read page 7.
 —15 for *ae* read *ac*.

PRIMER.

- 7—15 the last syllable, put a dot over and under a,
 in qua.
 10— 1 for t, read se.
 21— 1 for here, read her.
 37—12 put a dot over s, in the words his and hers.
 39— 6 put a mark of obliteration under e in above.
 45— 5 the dot over o, in Grandmother, should be
 put under o.
 — 7 there should be no dot over e in mother and
 brother.
 — 9 put a dot under c in acquaintance.
 49— 2 put a dot over the last e in sentences.
 53— 4 put a dot over e in neck.
 — 5 put a dot over the o in stomach.
 — 9 instead of two dots over i in shirt, put one
 dot below.
 55— 4-5-6-7-8 put dots over the final s in the words
 ending in s.

The letter i with two dots over, is every where too far
 distant from the letter that precedes it.

PREFACE.

THE thoughts of one mind may be conveyed to another by characters, which refer either directly to the thoughts themselves, or to the words with which they have been previously associated. The latter is the object of alphabetical writing, and to accomplish this purpose the most effectually, every character should represent some precise oral sound, so that the eye and

the ear should have a ready communication with each other, free from doubt or hesitation. How little this has been attended to in the formation of our alphabet, will appear upon a slight examination. Ask an intelligent child, who has perfectly learnt his letters, to read the following simple words—

“I wonder why you do not love to read, child !”

In the second word of this easy sentence, the child is puzzled by the letter *o* in *wonder*, for *o* has no less than four * different sounds, as in

* There is another sound of *o* which is here omitted to avoid confusion.

bone, on, love, and move; and it is probable that the bewildered pupil may not, upon the first trial, hit upon the right sound. But let us suppose that he gets happily through the word *wonder*, he will infallibly stumble at the little monosyllables *do* and *not*, for in these the letter *o* hath two new sounds, and he hath no rule to direct his choice, so that it is no wonder if *he does not love to read*.

“ I wonder *why* ”—the letter *y* comes to the poor child in a questionable shape, whether to call it *e*, as in *very*, or *i*, as in *try*, or *y*, as in *you*.

As for the silent *u* at the end of the word *you*, he knows not what to make of it; for the letter *u* has no

less than five separate sounds, as in *pure*, *busy*, *fun*, and *full*, besides the privilege of remaining, in certain situations, and in certain company, absolutely silent.

This capricious silence of our letters, sometimes at the head, sometimes in the middle, and sometimes at the foot of the company, is unaccountable to the young observer ; he hesitates with prudent anxiety whenever he meets with these doubtful characters, and it is long before he learns in what circumstances he may presume to notice, and in what company he must forbear to recognize them—

“ I wonder why you do not love to—”

“Come go on, child, the next surely is a very easy word”—

But in this very easy word there are two letters, which have between them ten different sounds; *e* five sounds, as in the words *me*, *met*, *ber*, *where*, and *yes*:—*a* five sounds, as in *fate*, *fat*, *far*, *fall*, and *said*.

Granting that the child remembers this decade of sounds, how is he to chuse from among them, those which belong to the word *read*.

“Leave out the *a*, Dunce!” cries the exasperated tutor, “and see if you can find out what word it makes then.”—

Still the frightened child, without being a dunce, has the chance of

blundering ; for after leaving out the *a*, he knows not why he should not call the word *red*.

But let us suppose that he has mastered the vowels, he will have a few difficulties to encounter among the consonants.

“ Cease, cease thou cruel ocean !”

Before this line can be read, the pupil must be intimately acquainted with the triple character of our letter *c*. In *cease*, he must pronounce it like *s* ; in *cruel*, like *k* ; and in *ocean*, like *sb*.

The difference between soft *g* and hard *g*, will not be so obvious to our perplexed scholar as it is to our ingenious lexicographers : and he has

further to learn the powers and privileges of the letters *s*, *x*, and *t*; and more especially of the *e* final, which notwithstanding its silent humility, has no inconsiderable share of power, determining at pleasure the fate of others, without pretending to any public character of its own.

Besides the defects and tautology of our alphabet, our spelling is encumbered with a capricious and uncouth redundancy of letters. In some words, the letters which are silent exceed in number those which are pronounced, as in the word *sight*, in which, of five letters, three are superfluous!

It is the object of the RATIONAL

PRIMER to remove these difficulties, which are felt by parents and preceptors in the first steps of infant instruction. For this purpose means are taken

First—to distinguish the different sounds of the same letter by simple marks, and

Secondly—to point out clearly and instantly to the eye such letters as are superfluous.

Many have attempted to accomplish these purposes by altering the forms of the letters of the alphabet, by retrenching some and adding others; and several of these schemes may be seen in the preface to Johnson's dictionary, where the author

justly exclaims—"Who can hope to
 "prevail on nations to change their
 "practice, and to make all their old
 "books useless ; or what advantage
 "would a new orthography procure,
 "equivalent to the confusion and
 "perplexity of such an alteration ?"

In the preface to Johnson's dictionary, the reader may find a specimen of one of these reformed passages ; and he may have an opportunity of comparing its grotesque characters with the simple mode of producing the desired effect, which has been adopted in the following pages.

It is said that Chilperic, King of France, issued an edict to oblige all teachers to add five of the Greek let-

ters to the French alphabet ; but his edict was totally ineffectual. Warned by these failures of Kings and Philosophers, I have left our alphabet and our orthography unchanged ; I have added nothing but a few slight points or dots to the respective letters which require discrimination. Beneath such letters as are mute, I have subjoined a mark to denote their silence. Figures have been employed for the former purpose, by Sheridan, Kenrick, and Walker ; they are undoubtedly as effectual as the marks which I have employed ; they seem, however, to encumber and confuse the page more than dots, and for the purpose of a primer it is obvious, that where

figures are used, the Arabic notation must be taught before the alphabet.

As to the originality of the invention—a circumstance, which indeed concerns the public but little—I lay claim to it. I never had seen any thing similar to my method, when I first applied it to teach my children in 1775, though Kenrick's dictionary was published in 1773.

The mark of obliteration, employed to point out such letters as are silent, has not, to my knowledge, been employed in any form by any other person. But whilst I deprecate the charge of plagiarism, I acknowledge great obligations to Mr. Walker's dictionary—a work abounding with excellent

observations upon our language, full of candour and good sense, and free from pedantry and affectation. Since it has fallen into my hands I have added two more distinguishing marks to my vocabulary; and were I not afraid of alarming teachers by too much nicety, I should add two or three more.

To make my Primer correspond as much as possible with that useful work, I have changed the examples in my alphabet from what I have published in Practical Education, page 45, to those which have been chosen by Mr. Walker; and allowing for those prolonged and middle sounds, which I have not ventured in this first attempt

to specify, the only English words, which I know of, that are *strong* exceptions to the general arrangement, and a few other words that have been adopted from the French, are enumerated in the last page of the Primer : and in this book, and in some others which will soon be published, all these exceptions are numbered as in Walker, to whom by these means the reader is enabled to refer.

Dr. Franklin, who thought with equal good sense upon the greatest, and upon the most minute subjects, has observed, that the mark of interrogation, which we place at the end of a sentence to direct the reader, can be serviceable only to those who are

able to glance their eyes to the end of a sentence, without interrupting their attention. To children it points out the way when it is too late. The Spanish printers, as Dr. Franklin remarks, obviate this inconvenience, and I have adopted their improvement. A mark of interrogation reversed is prefixed to the sentence, and our mark of interrogation is also placed at the end of it.

I have also pursued an idea which was suggested by Wilkins, with respect to irony. Children, in particular those who are well educated, take every thing which they read, in its direct and obvious sense; whoever attends to this circumstance will be

readily convinced of the fact.—To point out what is ironical, I prefix a mark of admiration with two dots underneath it. (!.)

With respect to accent, it would undoubtedly be advantageous that every word in the first books for children should be accented. Teachers directed in this manner, would in every part of the Kingdom teach the same pronunciation : but the reasons which prevented me from multiplying the discriminating marks of vowels, restrain me with respect to accent. A first attempt should be as simple as possible ; the page should be defaced no more than is absolutely necessary ; and as every preceptor may, without

much labor, add with a pen such points as he thinks convenient, no considerable inaccuracies will arise.

If ever the public should call for a second edition of this Primer, I propose to enter more minutely into the nice differences of pronunciation, and to mark them by appropriate signs. In the mean time I can honestly, and with confidence, offer to attentive parents the following pages, as the result of twenty years successful experience.

The following note of the last experiment tried by the author, was kept by a lady in his family.

“ June 12th 1797. W——, when
“ he was about three years and five

“ months old, began to learn his let-
 “ ters. Most days he was taught from
 “ two to five minutes. On the 12th
 “ of October, he read—“ Here is a
 “ raisin ”—which words his father
 “ printed for him upon a piece of
 “ paper, in which a raisin was folded
 “ up. The minutes, added together
 “ from the time he began to learn his
 “ letters, till he made out the above
 “ sentence, were about eight hours.”

This day, Jan. 12th 1798, he can
decypher any sentence in the English
 language, and he can read with toler-
 able fluency any of the pages in this
 little volume. He has applied at an
 average each day about four minutes.
 Whether a child learns to read in ten

or an hundred hours, is of no real consequence ; but the author can assert that his experiment has succeeded in a point of real moment in education.

His little scholar has, at the age of four years, become fond of reading, and desirous to improve himself in every thing, and what is still more essential, he feels himself repaid for his labor by the reward of success.

Without endeavouring to prevail on nations to change their practice, and to make all their old books useless, we may perhaps with some reasonable hopes of success, venture to propose this simple improvement in the laborious, the tedious art of learn-

ing to read ; an improvement which may save many weary hours, and many miserable days to the impatient scholar, and more impatient preceptor. Few children, in the common mode of instruction, get through their primers, or their *hyphen-ed* spelling books, without sighs and tears ;—the tears may be “ forgot as soon as shed,” but the melancholy impressi^on remains, and the early associati^on of *pain* with *learning*, is not very favorable to the progress of literature.

All sensible and humane parents must wish to prevent the unnecessary evils of childhood, and they will look with a friendly eye upon an attempt to form a *Rational Primer*.

Fame cannot be the object of one who enters the lists with Dyke and Dilworth. The writer of the following little book had a better, if not a higher motive than the love of fame—the hope of being useful. About 500,000 children, we may calculate, are annually employed in England in learning the first rudiments of literature; and if but one-tenth of this little multitude could be saved from unmerited shame and woe,—if among those, who in books of “pellucid horn” conn their tasks with mickle care,* he could save ten urchins from “fore displeasure,” the author of this “Reading really made easy” would feel him-

* Shenstone's Schoolmistress.

self fully rewarded for his humble labors.—Labours he may presume to call them, for if it be a tedious task to compile the works of others, what must be the drudgery of him, who is doomed to the mere compilation of syllables and comparison of sounds. After his most scrupulous revisals, every tiny critic will probably detect new errors, and the microscopic eye of childhood will discover prominent defects where he vainly fancied, that all was smooth and regular. But far from deprecating censure, he invites these young critics, and he shall think himself happy if his works are submitted to their “*sharpened eyes.”

* Mrs. Barbauld - -Ode to Warrington Academy.

He rather dreads that the Rational Primer should not be trusted to their hands; for he has much to fear from the reluctance of preceptors and parents, to try a new method of teaching to read.

“ Every body learns to read in the “ common way,” a timid mother will observe; “ but we are not sure that “ this new method will succeed.” There is much good sense in this observation; no prudent person should ever give up a certainty for an uncertainty. But I offer this system as the result of twenty years experience, and I have asserted, that my last pupil was taught to read in a few hours.

These facts have not been produced in the spirit of an empiric, who has a new remedy to propose; but I thought it my duty to state explicitly what *has been done*. It would be presumptuous and imprudent in an individual to propose any plan to the public which had not actually been brought to the test of experience.

Mothers who have not been used to teach, will naturally be inclined to follow the method by which they were taught themselves, and they will scarcely attend to any scheme, that has not been tried within the circle of their own acquaintance. A few however, will be found, who have felt the labor of former trials, and who will

gladly favor any plan that affords rational promise of success.—

To these mothers I address myself, and I solicit their attention to the following instructions, which I have endeavoured to make as clear and concise as possible.

INSTRUCTIONS.

Before we sow the seed we prepare the soil ; and before we begin to teach we should prepare the mind to receive instruction.

Engage the attention of your pupil, and all your difficulties vanish ; but unfortunately children are often rendered incapable of application even in the nursery by the absurd habits and mistaken kindness of those, to whom they are entrusted. That eager attention which may be observed in

infants long before they can articulate, is often distracted by the officious interference of the nurse. This error has been condemned in "Practical Education;" I shall not therefore repeat what has been already submitted to the public; it is sufficient for my present purpose, to recommend a contrary practice. Let children pursue their own occupations without being molested; let them gratify their curiosity whenever it is awakened, and let your sympathy, as far as it is possible, be interested in what occupies their attention.

Children soon turn from one object to another, not from fickleness, but from the narrow extent of their ex-

perience; they perceive by the eye nothing beyond the surface, which is next to them; by the touch they learn, whether a body is rough or smooth, hard or soft, but having no words or signs to assist them in classing the knowledge, which they acquire, means of comparison are wanting, and every thing is to them merely individual. When their understandings begin to generalize facts, they may obtain much assistance from those, with whom they live: this assistance, if judiciously bestowed, forms a link of strong dependance; and if the influence which is thus acquired be not abused, it may be employed with increasing advantage, in every succeeding step of education.

If a child perceives that his mother sympathises with his little joys and that she frequently promotes his wishes instead of insisting that his *will* should always follow her injunctions he may in his turn cheerfully be led to what she desires.

In a large family, example makes every thing easy ; a child of three or four years old, who hears one of the family reading, and who sees that every body is entertained, takes up a book, and with an air of much attention, endeavours in unmeaning sounds to imitate his brothers and sisters. This is the moment to give your first lessons : let him be accustomed to repeat the sounds of the five vowels

without book, and to combine them with single consonants. It is not necessary, that he should learn the common names of the consonants, for reasons which I have elsewhere detailed ; but if teaching without using the names of the letters should appear awkward, it will be of no essential disadvantage to teach the names of the consonants, provided, that the child be made to distinguish the sounds of the letters from their names.

Empyricism always prescribes some precise method of performing the wonders which it promises ; what is founded on just principles requires none of these little arts. You may now begin to teach him the printed

vowels. To preserve the primer from immediate destruction, cut out the first and second leaves, which are duplicates of the alphabet, and dividing the leaves with the scissars where the lines direct, teach one letter at a time till the five common vowels are become familiar to your pupil's eye. Let him now be taught all the consonants combined with *a*, as in page 4. Then all of them combined with *e*, and so on with *i*, *o*, *u*, and *y*. But do not yet teach him to pronounce *a*, before any of the consonants, as *ab*, *ae*, &c. because in these syllables the sound of *a* changes from what it was in *ba*, *ca*, &c. Proceed to teach him the different sounds of each of

the vowels, as marked by points or dots, and as they are described at the top of each page by words, to which they refer. Let him afterwards combine all these vowels with the consonants, and then reverse the order of the vowels and consonants, as thus—

ā b, ā c, &c. b ā, c ā, &c.

But here let me earnestly entreat my reader not to be alarmed, and not to think it ~~un~~ necessary that *she* (for I still address myself to mothers) should previously study and get by heart the numerous marks which are affixed to the vowels, page 2. It is by no means requisite, that she should become acquainted with all the distinguishing marks of the vowels and consonants,

and all their sounds, *before* these lessons commence. Nothing more is required, than that the teacher should form a distinct notion of one additional sound at a time, as for instance, the sound *ä* in *fat*, which the ear instantly perceives to be different from that of *a* in *fate*, First lay aside the sound of *f*, *at* remains ; from *at* withdraw *t*, and the precise sound of *ä* marked with a point or dot above it is obtained. This character is no longer to be considered as the common vowel *a*, nor is it to be called by the name given in England to the first vowel in the alphabet ; it must be uniformly called by the name *ä* — *ä* with one point or dot below, and

another above it, is to be pronounced as in *all*, and to be called *aw* ; so that in fact these three letters are not to be considered as different modifications of the common *a*, but as three different vowels: and this may readily be admitted when we reflect that *a* in *mare*, and *e* in *where*, have a perfect resemblance, whereas the sound of *ä*, (*aw*) is as different from that of *a*, as it is from that of *o*.

Thus it appears that there are twenty-two characters which represent the vowels, (besides six diphthongs), though there are in reality but fifteen or sixteen different sounds of vowels and diphthongs in the alphabet.

When the consonants have been

combined with all the different vowels, and with the diphthongs, it will be time to attend to the few variations that occur amongst the consonants : the three sounds of *c*, as in *card*, *city*, and *ocean*—of *g*, in *go*, and *age*—of *s*, in *sun*, and *has*, and in the termination *sion*—of *t*, in *at*, and in *nation*—and of *x*, in *excellent*, and *example*.

Teachers insensibly, and with the application of only three or four minutes every day whilst they are actually teaching their pupils, will acquire a perfect knowledge of all these sounds, and of the marks which represent them ; and if short and regular lessons are continued for a very few weeks, a child of common capacity

will be able to distinguish and pronounce all the simple syllables in the language. The syllables containing double and treble consonants, as *tha*, *fla*, *sbe*, &c. require very little time—a fortnight is sufficient for them all. It may be observed, that I class *ph*, *th*, *sh*, *ch*, *wh*, as double consonants, because their sounds, when compounded, do not resemble their constituent parts; whereas *pl*, *fr*, *str*, &c. are only combinations of separate sounds, which are not lost or much changed in composition.—

Gh, I also class as a distinct sound, because it cannot be formed by the joint pronunciation of the letters of which it is composed.

It will also be advantageous (though not essential) to consider *sion*, *tion*, *tious*, *eous*, as entire sounds.

The mark of obliteration, which points out what letters are mute in words, is the next thing to be considered. Though our pupil can pronounce every combination of letters in the language, it will be in vain for him to attempt to read till he knows what letters are *not* to be pronounced. A perpendicular stroke under a letter, points out that it is to be omitted, as in *eight*, *igh* are silent, and only *e* (sounded as in where) and *t* are sounded.

Twenty years ago, when I first applied this mark in teaching to read, I

feared that it would take a considerable time to make the learner expert in the use of it. I was surprised to find that one lesson was sufficient, that its use was immediately understood, and never forgotten; and I have found in every subsequent trial, that children readily adopt this convenient abbreviation of their labor.

We now initiate our pupils in reading detached words. The few which have been selected, are such as recur most frequently; and they should be rendered perfectly familiar to the eye of the child, so as to be known at sight.

The little story which follows may next be attempted—half a page at a

time ; and when it has been read twice with marks, the opposite side of the book may be used, and by referring to the marked page, which is familiar, the child will soon read without assistance.

Other little volumes printed in the same manner should be read, first with points, and then without them ; and afterwards, any books which the teacher chuses may be employed, in which *new* words may be marked with a pen. It should be observed, that no one reads fluently till he has almost all the words in the language by heart, at least till they are become so familiar to his eye, that he recognises them at first sight, without dis-

tinguishing each particular letter. Children, who soon become impatient of the labor of spelling every word as they go on, quickly attempt to read *logographically*, and in this ambition they should be gradually encouraged.

With respect to spelling—if the child be accustomed to remark the letters to which the mark of obliteration is subjoined, many of the difficult words of the language will be painted in his memory. I shall however, if the public should seem to require it, compile a spelling-book. It should be observed, that by this manner of accenting letters, children might early be taught to read

foreign languages with a correct emphasis.

And now I dismiss my pupils into the world of literature, to which I hope they will find their passage short and pleasant through the Rational Primer.

((11))

ALPHABET.

Old.

A	a
B	b
C	c
D	d
E	e
F	f
G	g
H	h
I J	ij
K	k
L	l
M	m
N	n
O	o
P	p
Q	q
R	r
S	s

New.

A A	ā ā ā
B	b
C	c
D	d
E	ē ē ē ē
F	f
G	g g
H	h
I	ī ī ī
J	j
K	k
L	l
M	m
N	n
O	ō ō ō ō ō
P	p
Q	q
R	r

(2)

T	t
V U	u v
W	w
X	x
Y	y
Z	z

S	s ṡ s̈
T	t ṫ
U	u u̇ ü
V	v
W	w
X	x ẋ
Y	y ẏ ÿ
Z	z

VOWELS

Which have more than one sound.

a	as in	fate,
ä	as in	fat,
à	as in	fall.

e	as in	me,
ë	as in	met,
é	as in	her,
è	as in	where.

i	as in	fine,
ï	as in	in,
ì	as in	bird.

o	as in	throne,
ö	as in	on,
ó	as in	love,
ö	as in	move.

u	as in	pure,
ü	as in	fun,
ù	as in	full,

ÿ	as in	by,
ÿ	as in	very.

VOWELS

a	ä	â	
e	ë	é	ê
i	ï	î	
o	ö	ó	ô
u	ü	u	
y	ÿ	ÿ	

a	e	i	o	u	ÿ
a	ë	ï	ö	ü	ÿ
ä	é	î	ó	u	
	ê		ô	ü	

Other less frequent sounds of Vowels.

ä	as in	faid,
ë	as in	yes,
ï	as in	machine,
ö	as in	book,
ü	as in	busy.

ä	ë	ï	ó	u	ü
---	---	---	---	---	---

(2)

TABLE

1

2

3

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VOWELS

Which have more than one sound.

a	as in	fate,
·a	as in	fat,
à	as in	fall.

e	as in	me,
è	as in	met,
ë	as in	her,
ê	as in	where.

i	as in	fine,
·i	as in	in,
î	as in	bird.

o	as in	throne,
·o	as in	on,
ô	as in	love,
ö	as in	move.

u	as in	pure,
·u	as in	fun,
ü	as in	full,

ÿ	as in	by,
ÿ̈	as in	very.

VOWELS

a	ä	â			
e	ë	ē	ē		
i	ï	î			
o	ö	ô	o		
u	u	u			
y	ÿ	ÿ			
a	e	i	o	u	ÿ
ä	ë	ï	ö	ü	ÿ
â	ē	î	ô	u	
	ē		o	u	

Other less frequent sounds of Vowels.

ä	as in	faid,
ë	as in	yes,
ï	as in	machine,
ö	as in	book,
ü	as in	busy.

ä	ë	ï	ö	u	ü
---	---	---	---	---	---

DIPHTHONGS.

æ as in æther,

œ as in œconomy.

ew as in few,

ew as in screw,

oi as in voice,

ou as in found,

ow as in now,

oy as in joy.

ew, ew, oi, ou, ow, oy.

æ, œ.

CONSONANTS,

Which have more than one sound.

c as in face, sounded like s,
 ċ as in ocean, sounded like sh,
 ġ as in age, sounded like j,
 š as in has, sounded like z,
 s as in fusion, sounded like sh,
 t̃ as in nation, sounded like sh,
 x̃ as in example.

c, ċ, ġ, š, s, t̃, x̃.

TWO LETTERS,

Which have more than one sound.

ch as in Christ, sounded like k,
ċh as in chair,
ch as in the Scotch word loch,
gh as in cough, sounded like f,
ph as in phytic,
ll as in the Welsh Lloyd,

ng as in long,

th as in think,

th as in them,

LETTERS,

Which altogether make but one sound.

ble as in able,

cre as in acre.

LETTERS,

*Which have sounds in French, Italian,
and Spanish, different from the
English.*

ū as in the French vū,

c as in Italian cibo, like ch,

g as in Spanish Gil Blas,

n as in Spanish España, like gn,

x as in Spanish Ximenes,

dre as in French poudre.

fate, fät, fall, säid.

Consonants.

ba	bä	bä	
ca	cä	cä	
da	dä	dä	
fa	fä	fä	
ga	gä	ga	gä
ha	hä	hä	
ja	jä	jä	
ka	kä	kä	
la	lä	lä	
ma	mä	ma	
na	nä	nä	
pa	pä	pä	
qua	quä	qua	
ra	rä	rä	
sa	sä	sä	sä
ta	tä	tä	

va

vā

vā

wa

wā

wā

ya

yā

yā

za

zā

ua

uā

īa

mere mèt whère her.

Consonants.

be	bè	bẹ	
ce	cè	cẹ	
de	dè	dẹ	
fe	fè	fẹ	
ge	gè		
ge	gẹ		
he	hè	hẹ	he
je	jè	jẹ	
ke	kè	kẹ	
le	lè	lẹ	
me	mè	mẹ	
ne	nè	nẹ	
pe	pè	pẹ	
que	què	quẹ	
re	rè	rẹ	
se			

(10)

t	sè	
te	tè	
ve	vè	
we	wè	wè
xe	xè	
ye	yè	
ze	zè	
	ïè	

fine

'in

bird

Consonants.

bi

bī

bī

ci

cī

cī

di

dī

dī

fi

fī

fī

gi

gī

hi

hī

hī

ji

ki

kī

kī

li

lī

mi

mī

mī

ni

nī

pi

pī

ri

rī

si

sī

si
ti

ši
ti

ti

ti

vi

vi

vi

wi

wi

vi

xi

xi

co

zi

zi

co

co

fo

go

ho

jo

jo

no

no

no

po

po

to

to

throne òn love move

Consonants.

bo	bò	bə	bə
co	cò	cə	cə
do	dò	də	də
fo	fò	fə	fə
go	gò	gə	gə
ho	hò	hə	hə
jo	jò		
lo	lò	lə	lə
mo	mò	mə	mə
no	nò	nə	nə
po	pò	pə	pə
quo	quò		
ro	rò		
ro	rò	rə	rə

so	sō	sō	so	
	sō	sō		
to	tō	to	to	
vo	vō	vo		
wo	wō	wō	wō	no
yo	yō	yō	īō	
zo				

pure büfÿ fun fall

Consonants.

bu	bü	bu	bu
cu	cü	cu	cu
du		du	
fu		fu	
gu		gu	
hu		hu	
ju		ju	
lu		lu	
mu		mu	
nu		nu	
pu		pu	pu
		quu	
ru		ru	

sü

su

su

tu

tu

tu

vu

vu

xu

bÿ

cÿ

dÿ

fÿ

gÿ

gÿ

hÿ

mÿ

nÿ

pÿ

rÿ

tÿ

vÿ

wÿ

zÿ

bÿ

cÿ

dÿ

fÿ

gÿ

gÿ

hÿ

mÿ

nÿ

pÿ

rÿ

sÿ

tÿ

vÿ

wÿ

<u>bew</u>	<u>boi</u>	<u>bou</u>	<u>bow</u>	
		<u>cou</u>	<u>cow</u>	
<u>dew</u>		<u>dou</u>	<u>dow</u>	
<u>few</u>		<u>fou</u>	<u>fow</u>	
<u>gew</u>				
<u>hew</u>	<u>hoi</u>	<u>hou</u>	<u>how</u>	<u>hoy</u>
<u>jew</u>		<u>jou</u>	<u>jow</u>	<u>joy</u>
<u>lew</u>	<u>loi</u>	<u>lou</u>	<u>low</u>	<u>loy</u>
<u>mew</u>	<u>moi</u>	<u>mou</u>	<u>mow</u>	<u>moy</u>
<u>new</u>	<u>noi</u>	<u>nou</u>	<u>now</u>	
<u>pew</u>	<u>poi</u>	<u>pou</u>	<u>pow</u>	
<u>rew</u>	<u>roi</u>	<u>rou</u>	<u>row</u>	
	<u>soi</u>	<u>sou</u>	<u>sow</u>	
<u>tew</u>	<u>toi</u>	<u>tou</u>	<u>tow</u>	
<u>vew</u>	<u>voi</u>	<u>vou</u>	<u>vow</u>	
<u>sion</u>	<u>tion</u>	<u>augh</u>	<u>ough</u>	
<u>ang</u>	<u>ing</u>	<u>ong</u>	<u>ung</u>	

<u>ewr</u>	<u>oin</u>	<u>oil</u>	<u>oir</u>	<u>ois</u>
<u>oug</u>	<u>oul</u>	<u>oun</u>	<u>oup</u>	<u>our</u>
<u>ous</u>	<u>owd</u>	<u>owl</u>	<u>owr</u>	<u>oyd</u>
<u>oys</u>				

ab

āb

āb

ac

āc

āc

ac

ad

ād

äd

af

ag

āg

ag

al

āl

āl

am

ām

an

ān

än

ap

āp

aq

āq

ar

ār

as

ās

as

ās

ās

at

āt

āt

av

āv

āx

az

āz

mere

mèt

here

Consonants.

eb

ëb

ec

ëc

ed

ëd

ef

ëf

eg

ëg

eg

ëg

ek

ëk

el

ël

em

ëm

em

en

ën

ep

ëp

er

ër

er

es

ës

et

ët

ev

ëv

ex	éx		
èx			
émp	ènt	est	èst
èth	èph	eth	èls

fine

in

bird

Consonants.

ib

ib

ic

ic

id

id

if

if

ig

ig

ig

ig

ih

il

il

im

im

im

in

in

ip

ip

ir

ir

is

is

is

is

it

it

iv

iv

de ix öö ix öö
iz iz öö öö

imp int int ift
ift ith ism öö

öö öö öö öö

öö öö öö öö

lo lo lo lo

öö öö öö öö

öö öö öö öö

öö öö öö öö

öö öö öö öö

öö öö öö öö

öö öö öö öö

öö öö öö öö

öö öö öö öö

öö öö öö öö

ob	öb		eb
oc	öc	oc	
od	öd	od	ed
of	öf	of	ef
og	ög	og	eg
ög	ög	og	eg
ol	öl		el
om	öm		em
on	ön	on	en
op	öp	op	ep
or	ör	or	er
os	ös	os	es
ot	öt	ot	et
ov	öv	ov	ev
ox	öx	ox	
	öx̃		

oz

öz

omp

önt

ont

öft

ost

öst

oth

öth

öth

eth

ub	ub	
uc	uc	
uc	uc	
ud	ud	
uf	uf	
ug	ug	
ug	ug	
ul	ul	
um	um	
un	un	
up	up	
ur	ur	ur
us	us	us
ut	ut	
uv	uv	
ux	ux	
	ux	

ump uft ust ulp usht

Double Consonants.

blā blā blā ble blē blē	a fate
bli bli blo blo blu blu	fāt fall

bra brā brā bre brē bri	e me
bri bru brū	mēt her
cha chā chā che chē	where
chē chi chī chī cho	
chō chō chu chū chu	

cha chā chā che chī	i fine
chi chō chō chō	in bird

cla clā clā cle clē clē	o throne
cli cli cli clo clō clo	on
clu clū	love move

Double Consonants.

u
 pure cra crâ crà cre crè crē
 sun cri crī cri cro crō crö
 full cru cru

y
 by
 very

a
 fate
 fat dra drâ drà dre drē
 fall drē dri drī drī dro
 drö dro dru dru dry

e
 mere
 mēt dwa dwâ dwà dwē dwī
 her
 where

i
 fine fla flâ fle flē flī flī flī
 in flo flō flö flö flu
 bird flu fly

Double Consonants.

fra	frà	frâ	fre	frê	o
fri	frî	fro	frô	frò	throne
fru	frû	frÿ	frÿ		on
					love
					move

gla	glà	gle	glè	gli	u
glî	glî	glo	glò	glò	pure
glu	glû	glu	glÿ		fun
					fall

gra	grà	gre	grè	grê	y
grî	grî	gro	grò	grò	bÿ
gru	grû	grÿ			verÿ

					a
pha	phà	phe	phè	phi	fate
phî	phò	phÿ	phÿ		fât
					fall

Double Consonants.

e					
mere					
mēt	pla	plā	ple	plē	pli
her	pl'i	plo	plo	plu	plu
where	ply	ply			

i					
fine	pra	prā	pre	prē	pre
in	pri	prī	pro	prō	pro
bird	prø	pru	prý		

o					
throne	sca	scā	scə	sce	scē
on	sci	scī	sco	sco	scō
love	scu	scu			
move					

u					
pure	sha	shā	she	shē	shi
sun	sh'i	shī	sho	sho	sho
full	shø	shu	shý		

y					
bý	ska	ske	ske	ski	sku
very	sku	sku	ský	ský	

Double Consonants.

sha	sh ^á	sh ^à	she	sh ^è	a
shi	sh ^ì	sh ^í	sho	sh ^ò	fate
sho	sh ^u	sh ^y			fāt
					fall

ska	ske	sk ^è	ski	sk ^ì	e
sku	sk ^y	skew	sk ^y		me
					mēt
sla	sl ^á	sle	sl ^è	sli	her
sl ^ì	slo	sl ^ò	sl ^ò	sl ^ò	where

slu	sl ^u	sl ^y	sl ^y	slew	slou	i
						fine
sma	sm ^á	sm ^è	sm ^è	smi		in
sm ^ì	sm ^ò	sm ^ò	sm ^ò	smu		bird
smou	sm ^y					

sna	sn ^á	sne	sni	sn ^ì	o
sno	sn ^ò	snu			throne
					on
					love
					move

Double Consonants.

u	
pure	spa spā sp̄a spe spē
sun	spi spī sp̄i spo spō
full	spo spō spu sp̄y spew
—	
y	spou sp̄y sp̄y
b̄y	
very	

a	
fate	
fāt	squa squā sqūa sque squē
fāl	squi squī sqūi

e	
mere	
mēt	sta stā st̄a ste stē
her	ste sti st̄i sto stō
where	sto stō stu st̄u st̄y
	st̄y stew stou

i	
fine	swa swā sw̄a swe swē
in	swē swī swi swo swō
bird	swō

Double Consonants.

tha	thà	the	thi	thì	o
thò	thu				throne
					òn
					love
					mòve

tha	thà	the	thè	thē	u
thi	thì	thi	tho	thò	pure
					fun
<u>thou</u>	thỳ	thỹ			fàll

tra	trà	tre	trè	tri	y
trì	tri	tro	trò	trō	bỹ
					verỹ
trò	tru	tru	trỹ	<u>trew</u>	
<u>trou</u>	<u>trow</u>	<u>troy</u>	trỹ		

					a
twa	twà	twe	twè	twi	fate
					fât
twì					fàll

Double Consonants.

e
 mere wha whā whā whe whē
 met whē whi whī whi who
 her
 where whō whō whŷ whew

Treble Consonants.

i
 fine phra phrē phrŷ
 in
 bird

o
 throne scrā scrā scre scri scrī
 on scro scro scro scru scrŷ
 love
 move screw scrow

u
 pure shre shrē shri shrī shrī
 sun shro shro shru shrew shrou
 full shrew

y
 by splā splā sple sple pli
 very splī splī

Treble Consonants.

spra	sprā	spr̄a	spre	sprī	a
					fate
spr̄i	spru	spr̄ou	spr̄y		fat
					fall

stra	strā	str̄a	stre	strē	e
stri	str̄i	str̄o	stro	stru	me
strew	str̄ou	strow	stroy		mēt
					her
thrā	thre	thrē	thri	thr̄i	where
thr̄o	thr̄o	thr̄u	threw	throw	i
					fine
thwā	thwā				in
					bird

sion - ious tion tious

Mark of Obliteration,

To shew what letters should
be omitted in pronouncing
words.

As in the word eight, the letters
i, g, and h, are to be omitted,
and only e and t are to be
founded.

WORDS.

I thou he she we ye they me
you h'im her us you them
mine yours h'is hers our your
their

a	thi's	that	who
the	these	those	whom
it	what	which	whose

WORDS.

it is not enough unless the
and the full with it as a
so how no yet is not not

of for it from in by with on

between in out with without
about near

WORDS.

I thou he she we ye they me
you him her us you them
mine yours his hers our your
their

a	this	that	who
the	these	those	whom
it	what	which	whose

WORDS.

if yet though unless else
and but still without as since
so how no yes or nor not

of for at from in by with on
upon under above below be-
neath beside before behind
between in out with in without
about near

next nearest toward up down
through against alone only
after

when now then always never
until whenever whilst

WORDS.

if yet though unless else
and but still without as since
so how no yes or nor not

of for at from in by with on
upon under above below be-
neath beside before behind
between in out within without
about near

next nearest toward up down
through against alone only
after

when now then always never
until whenever whilst

WORDS.

<u>one</u> ò clòck	two ò clòck
three ò clòck	four ò clòck
five ò clòck	six ò clòck
seven ò clòck	eight ò clòck
nine ò clòck	tèn ò clòck
èlèven ò clòck	twèlve ò clòck

à day, à night, à week,
 à förtnight, à month, à year

yèsterday, tò day, tò mòrrow,
 thè day before yèsterday,
 thè day àfter tò mòrrow,
 sun-rìse sun-sèt noon morn'ing
 even'ing, night, light, dàrkness,
 sun, moon, stars.

WORDS.

one o clock	two o clock
three o clock	four o clock
five o clock	six o clock
seven o clock	eight o clock
nine o clock	ten o clock
eleven o clock	twelve o clock

a day, a night, a week,
a fortnight, a month, a year.

yesterday, to day, to morrow,
the day before yesterday,
the day after to morrow,
sun-rise, sun-set, noon, morning,
evening, night, light, darkness,
sun, moon, stars.

WORDS.

dew, rain, raïnbow, hail, snow,
 frôst, ice, air, wînd, storm,
 shôwer, clôuds, mist, fog,
 thundér, lightn'ing.

go, gône, wâlk, môve, run,
 play, hôp, skîp, jump, climb,
 cârriy, fêch, brîng, stând, stop,
 lie, sit, rest, rise,
 speak, spoken, cäll, bawl,
 listen, hear, cry, yawn,
 sneeze, sing, put, shut, buy,
 sell, sleep, wake, smile.

WORDS.

dew, rain, rainbow, hail snow,
frost, ice, air, wind, storm,
shower, clouds, mist, fog,
thunder, lightning.

go, gone, walk, move, run,
play, hop skip, jump, climb,
carry, fetch, bring, stand, stop,
lie, sit, rest, rise,
speak, spoken, call, bawl,
listen, hear, cry, yawn,
sneeze, sing, put, shut, buy,
sell, sleep, wake, smile.

WORDS.

hot, cold, dry, wet, hungry,
dry, thirsty, glad, good, gay,
sorry, bad, ill, sick, well.

Grand-father, grand-mother,
father, mother, papà, māmā,
son, daughter, uncle, aunt,
brother, sister, nephew, niece,
cousin, relation, acquaintance.

House, steps, door, hinges, lock,
key, bar, bolt, window, room,
hall, parlour, study library stairs,

WORDS.

hot, cold, dry, wet, hungry,
dry, thirsty, glad, good, gay,
sorry, bad, ill, sick, well.

Grand-father, grand-mother,
father, mother, papa, mama,
son, daughter, uncle, aunt,
brother, sister, nephew, niece,
cousin, relation, acquaintance.

House, steps, door, hinge, lock,
key, bar, bolt, window, room,
hall, parlour, study, library, stairs,

WORDS.

bed-chamber, dressing-room,
closet, kitchen, pantry,
dairy, larder.

Furniture, chair, table, stool,
sofa, grate, hearth, fire,
tongs, shovel, chimney-piece,
bell, hearth-broom, bellows,
curtains, carpet, bed, quilt,
blanket, bolster.

Paper, pens, ink, pencil,
wafers, seal, sealing-wax, slate,

WORDS.

bed-chamber, dressing-room,
closet, kitchen, pantry,
dairy, larder.

Furniture, chair, table, stool,
sofa, grate, hearth, fire,
tongs, shovel, chimney-piece,
bell, hearth-broom, bellows,
curtains, carpet, bed, quilt,
blanket, bolster.

Paper, pens, ink, pencil,
wafers, seal, sealing-wax, slate,

WORDS.

rule, compasses, books, letters,
 syllables, words, sentences,
 page, leaf, chapter, verse,
 line.

Table-cloth, knife, fork, spoon,
 plate, dish, salt-cellar, jug,
 mug, tumbler, glass, bottle,
 decanter, water, beer, wine.

bread, soup, broth, mutton,
 beef, veal, pork, lamb, fowl,
 turkey, goose, ducks, chickens,
 pigeons, hare, rabbit,

WORDS.

rule, compaffes, books, letters,
fyllables, words, fentences,
page, leaf, chapter, verfe,
line.

Table-cloth, knife, fork, fpoon,
plate, difh, falt-cellar, jug,
mug, tumbler, glafs, bottle,
decanter, water, beer, wine.

bread, foup, broth, mutton,
beef, veal, pork, lamb, fowl,
turkey, goofe, ducks, chickens,
pigeons, hare, rabbit,

WORDS.

fish, pye, puff, tart, cheese-
 cake, pudding, cream, jelly,
 cheese, fruit, dessert.

Tea, coffee, urn, tea-chest,
 canister, tea-pot, coffee-pot,
 cup, saucer, tea-spoon,
 sugar-tongs, slop-bason,
 cream-ewer, bread & butter,
 cake.

Head, face, hair, forehead, eye,
 eye-brow, eye-lid, eye-lash,

WORDS.

fish, pye, puff, tart, cheese-
cake, pudding, cream, jelly,
cheese, fruit, dessert.

Tea, coffee, urn, tea-chest,
canister, tea-pot, coffee-pot,
cup, faucer, tea-spoon,
sugar-tongs, flop-bason,
cream-ewer, bread & butter,
cake.

Head, face, hair, forehead, eye,
eye-brow, eye-lid, eye-lash,

WORDS.

ear, nose, nostril, cheek,
 mouth, lip, teeth, tongue,
 chin, throat, neck, breast,
 shoulder, stomach, arm,
 elbow, wrist, hand, thumb,
 finger, nail, knee, leg,
 ankle, foot, toe.

Shirt, stockings, trousers,
 shoes, slippers, boots,
 coat, waist-coat, gown,
 petticoat, apron, sash,
 handkerchief, cap, hat,

WORDS.

ear, nose, nostril, cheek,
mouth, lip, teeth, tongue,
chin, throat, neck, breast,
shoulder, stomach, arm,
elbow, wrist, hand, thumb,
finger, nail, knee, leg,
ankle, foot, toe,

Shirt, stockings, trousers,
shoes, flippers, boots,
coat, waist-coat, gown,
petticoat, apron, sash,
hand-kerchief, cap, hat,

WORDS.

bönnèt, gloves, cloak, muff,
t'ippèt.

The eye sees, the ear hears,
the nose smells, the mouth
tastes, the teeth chew, the
tongue speaks, the throat
swallows, the hands work,
and draw, and hold, and make
with tools a great number of
different things.

WORDS.

bonnet, gloves, cloak, muff,
tippet.

The eye sees, the ear hears,
the nose smells, the mouth
tastes, the teeth chew, the
tongue speaks, the throat
swallows, the hands work,
and draw, and hold, and make
with tools a great number of
different things.

WORDS.

Bāth,	piecē,	glād,
Clāphām,	post,	high,
Fānnÿ,	prīmrosē,	lārgē,
London,	roads,	lēft,
<u>mānÿ,</u>	<u>found</u> s,	littlē,
ānswēr,	strāwberrÿes,	mānÿ,
boards,	summēr,	othēr,
breadth,	suppēr,	night,
flowērs,	violēts	ripē,
<u>flowerpōt,</u>	<u>wāch,</u>	<u>shadÿ,</u>
gīrl,	wōrd,	fōrrÿ,
hēdgēs,	<u>wōod,</u>	strāight,
home,	ānothēr,	sweet,
mīnutes,	ēithēr,	<u>usēful.</u>

WORDS.

Bath,	piece,	glad,
Clapham,	post,	high,
Fanny,	primrose,	large,
London,	reads,	lift,
many,	sounds,	little,
answer,	strawberries,	many,
boards,	summer,	other,
breadth,	supper,	night,
flowers,	violets,	ripe,
flowerpot,	watch,	shady,
girl,	word,	sorry,
hedges,	wood,	straight
home,	another,	sweet,
minutes,	either,	useful.

WORDS.

along, cried, having,
 only, fastened, running,
 quite, gathered, sitting,
 together, learned, standing,
 very, liked, eaten,
 under, looked, found,
 where, observed, said,
 carry, passed, taken,
 know, painted, went,
 shew, perceived, cannot
 think, pointed, could,
 understand, smelled, should,
 asked, thanked, would,
 clapped, waited.

WORDS.

along, cried, having,
only, fastened, running,
quite, gathered, fitting,
together, learned, standing,
very, liked, eaten,
under, looked, found,
where, observed, said,
carry, passed, taken,
know, painted, went,
shew, perceived, cannot,
think, pointed, could,
understand, smelled, should,
asked, thanked, would,
clapped, waited.

WORKS

along, crack, having,
 only, instant, running,
 great, gathering, firing,
 together, bound, standing,
 very, black, clear,
 under, looked, found,
 where, obtained, hid,
 carry, passed, taken,
 know, painted, went,
 now, perceived, cannot,
 think, pointed, could,
 understood, tackled, should,
 asked, thanked, would,
 clasped, waited,

The Way to my Grandmother's.

ONE fine Summer's evening, a little girl, whose name was Mary, went out to walk with her sister Fanny. Mary was four years old, and Fanny was five years old. They walked to a shady lane with their mother, and they gathered the primroses and violets which grew upon the banks, and under the hedges in the lane. When these little girls had gathered as many primroses and violets as they liked to gather, Mary said, I wish, Mamma, you would let me carry these primroses to my grandmother, for she

likes primroses : and Fanny said,
 Mamma, may I carry these violets to
 my grandmother, for she loves violets ?
 My dears, answered their mother, you
 may carry these flowers to your grand-
 mother, if either of you can find the
 way to her house. I will walk along
 with you, but I will not show you
the way. Mary said, I think I know
the way ; and Fanny said, I think I
 can find out the way. They ran on till
they came to the end of the lane.
They saw at the end of the lane three
 roads ; one of these roads was on
their left hand, another of them was
 on their right hand, and the other
 road was straight before them.

Mary said, Sister, do you know
which of these roads is the road which

we should go? No said Fanny, I do
 not know. Both these little girls
 stood still, and they were very sorry
 that they did not know the right road.
 Their mother was sitting upon a bank
 near to the place where they were
 standing; and she said, I will sit here
 and wait ten minutes; if in that time
 you can find out which road you
 should go, I will go with you to your
 grandmother's, but if you cannot
 find out the right road in ten minutes,
 I will not take you to your grand-
 mother's this evening. When their
 mother had said this, she took out
 her watch and looked at it. It was
 six o'clock, and Fanny pointed to the
 place where she said that the longest
 hand of the watch would be when it

was ten minutes after six. She knew that the longest hand threwed the minutes. And Mary said, Mamma, my hands are very hot, and I am afraid that my primroses will soon be withered, if I hold them longer in my hot hands. May I lay them down upon the bank, whilst I think about these roads, and will you take care that they are not blown away? Yes my dear, said her mother; then Mary laid down her primroses upon the bank, and Fanny did the same with her violets.

I do not know how we shall find out the road to my grandmother's, said Mary. I cannot see my grandmother's house from this place. I will run along this road to the left hand,

and try if I can then see grāmāmā's house. Mary ran along the road to the left hand, and whilst she was gone Fanny observed that there was a high post near her, with boards fastened upon it, towards the top of it. One of these boards pointed to the road which was on the left hand, another pointed to the road on the right hand, and another pointed to the road which was straight before Fanny. Fanny saw that there were some words painted in large letters upon these pieces of wood: and Fanny could read pretty well, and she read the words that were painted upon them. The words that were painted upon the piece of board which was pointed to the road on the left were, To Lon-

DON. The words which were painted on the piece of board which pointed to the road on the right were — To BATH. The words which were painted on the piece of wood which pointed to the road that was straight before Fanny, were — To CLAPHAM. as soon as Fanny had read the word Clapham, she clapped her hands, and cried, I have found it out ! I have found it out ! — This is the road to Clapham, and Grandmama lives at Clapham — Mary ! Mary ! come back ! Mary came running back quite out of breath, and she looked very sad, for she said that she could not see her grandmother's house from the place where she had been. But Fanny told her that she had found

the right road ; and Mary asked her
 how she found this out. I read those
 words said Fanny, pointing to the
 words that were painted on the piece
 of board near the top of the post.
 Little Mary looked up, but as she
 had not yet learned to read, she did
 not understand the words ; she knew
 only the sounds of the letters, but did
 not know how to put them together.
She now perceived that it was useful
 to know how to read. I am glad
 Fanny, said she, that you could read,
 for now we may run on to my grand-
 mother's. Fanny looked at her mo-
 ther's watch, and saw that it was
 only eight minutes past six. And
 Fanny and Mary thanked their mam-
 ma for having waited for them eight

minutes, and for having taken care of
 their flowers. Then they took up
 their primroses and violets, and they
 went on with their mother to their
 grandmother's house, and they gave
 the primroses and violets to their
 grandma; which she said smelled
 very sweet, and she put them into
 her flowerpot, and she thanked Fanny
 and Mary for gathering them for
 her. She gave these little girls some
 ripe strawberries and some cream for
 supper, and when they had eaten the
 strawberries and cream, they went
 home with their mother. Mary
 looked up at the painted words as she
 passed by the post, and she said, it is
 very useful to know how to read; I
 wish that I could read.